DOCUMENT RESUME

ED 436 771 CS 216 953

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TITLE Central and South America: Language Arts around the World, Volume II. Cross Curricular Activities for Grades 4-6.
INSTITUTION ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.; Family Learning Association, Bloomington, IN.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
ISBN ISBN-1-883790-43-3
PUB DATE 2000-00-00
NOTE 60p.
CONTRACT ED-99-CO-0028
AVAILABLE FROM ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698; Family Learning Association, 3901 Hagan St., Suite H, Bloomington, IN 47401.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Class Activities; Communication Skills; *Cultural Traits; Folk Culture; *Foreign Countries; Integrated Activities; Intermediate Grades; *Language Arts; Multiple Intelligences; Reading Skills; Social Studies; Spelling; Thematic Approach; Units of Study; Writing Skills
IDENTIFIERS Caribbean; *Central America; *South America

ABSTRACT

Suggesting that students in the intermediate grades can explore the world around them and practice valuable skills in spelling, reading, writing, communication, and language, this book presents cross-curricular units designed to integrate language-arts activities into the study of Central and South American cultures. The units in the book reach diverse needs by working through emotional memory, deductive reasoning, and multiple intelligences. Features of the book include: ready-to-use activities; emphasis on skills; reading texts; and group demonstrations. After an introduction on the role of language arts in social studies, units in the book deal with Mexico, Central America, Islands in the Caribbean (The West Indies), Peru, and Brazil. Appendixes list 11 additional resources on folktales and legends, annotations of 4 children's books about other cultures, and 8 web sites that offer general information. (RS)

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## LANGUAGE ARTS AROUND THE WORLD
### CROSS-CURRICULAR ACTIVITIES FOR GRADES 4–6

# CENTRAL AND SOUTH AMERICA

- MEXICO
- CENTRAL AMERICA
- ISLANDS IN THE CARIBBEAN
- PERU
- BRAZIL

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BY
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THE FAMILY LEARNING ASSOCIATION

CS 216 953



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# Language Arts Around the World

# *CENTRAL AND SOUTH AMERICA*

**by Lucy Fuchs**

**ERIC Clearinghouse on Reading, English, and Communication**

and

*The Family Learning Association*

*Published by*
ERIC Clearinghouse on Reading, English, and Co. munication
Indiana University
2805 East 10th Street, Suite 150
Bloomington, Indiana 47408-2698
Carl B. Smith, Director
and
**The Family Learning Association**
3901 Hagan Street, Suite H
Bloomington, IN 47401

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**Production Editor: Lanny Thomas**
**Cover Design: Lauren Gottlieb**

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This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-99-CO-0028. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

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# The Role of Language Arts in Social Studies

To a great extent, the study of language lies at the heart of the entire school curriculum. In addition to reading, most subjects require some form of writing as well as constant use of language in speaking and listening. Even the understanding of mathematics and science depends on clear and careful use of language.

The social sciences include anthropology, sociology, psychology, and other areas of study. All of these contribute to our understanding of human nature as it exists throughout history and the world. They also require us to use language carefully as well as creatively.

As we study other cultures we meet new languages, encounter new concepts that require new words to express them, and discover new ways to develop our ability to listen and to speak. While they provide a wealth of opportunities to use all of our reading and writing skills, the social sciences also demand increased attention to accuracy in spelling and precision in grammar.

In the early and middle grades, we help students understand different cultures by showing how people live and adapt to their environments. We look at differences as well as similarities and find the elements that unite all human beings. Ultimately we study history, geography, and other areas of social science in order to understand ourselves and our own lives.

### *The Importance of Folktales and Legends*

Throughout this book you will find references to folktales, legends, and myths of various cultures. Of course these stories are interesting in themselves, but they are even more important because they help students understand each culture and its people. Furthermore, they provide a way to learn something about the languages of various cultures, and they can also show children how language can be used to hold the interest of the reader or listener by developing stories that follow clear patterns.

Some folktales tell us what life is like today, while others give an idea of what it was like in the past. People who make their living from the sea, for example, will have a tradition of telling tales of sailors braving storms and encountering amazing creatures in the ocean. Farmers or nomads or people who live in the mountains will tell tales about the things they encounter in their lives. This provides an interesting way for children to learn something about people whose environment and culture are very different from their own.

Legends and myths of the past also tell us something about the history and heritage of a culture. In some cases, people of the present will view the stories of their ancestors and their culture as part of their living tradition. This is especially true of the American Indians and of some regions of the Orient. By incorporating folktales into the study of various cultures, you can help children learn about other people while they are learning how to understand and use language not only to gather information but to tell stories as well.

### *Using This Book*

My purpose is to help the teacher who wants to integrate language-arts activities into the study of other cultures. Each unit focuses on vocabulary words, description of a cultural scene, writing activities, and discussion activities.

Of course it is necessary to have some information about the country being studied, but much of this can be obtained from any basic encyclopedia. You can look through encyclopedia articles yourself to get information about each country and its people, or you can have older students undertake this for themselves. Even more information can be found by consulting the Web Sites listed throughout this book.

Each unit suggests a number of activities that will help students learn about other countries and people. At times, the suggestions are no more than that: just suggestions. I hope you will use this book as a starting point, adding ideas of your own and taking advantage of all the materials available to you.

On the title page of each unit you will find a map of the country. Use this to make a transparency or photocopies if you like. Within most units you will find one or more pages showing words taken into English from the language of the country being studied. If you like, you can use these pages to make transparencies so that students can see the words you are talking about. Other options would be to put the word lists on the board or make photocopies. Then, at the end of each unit, you will find activities based on these word lists. If you want to use them, you can make photocopies so each student can have one.

### *A Personal Note*

I have been traveling and teaching for many years. If you want to get to know another country, nothing takes the place of living there for a while. But then, after I got to know Thailand, for example, or Mexico and fell in love with them, what could I do with that knowledge and love? It seemed natural to share my knowledge with students and to use what I had learned to help them develop their skills in language arts. Hence this book.

—*Lucy Fuchs*

# MEXICO

Tijuana
Mexicali
Ensenada
Nogales
Ciudad Juarez
Chihuahua
Gulf of California
Monterrey
Durango
La Paz
San Lucas
Mazatlan
Zacatecas
Tampico
Guadalajara
Mexico City
Veracruz
Manzanillo
Acapulco
Oaxaca
Tapachula

# MEXICO

Mexico, land of mountains and earthquakes, of cactus and mesquite, has had an exciting and turbulent history. Our neighbor to the south, with its tortillas and frijoles, its colorful fiestas and backbreaking work, is so near that it cannot be ignored.

Many Mexicans have come to the United States, and Mexican food is very popular in America. Yet Mexico is still unknown to many Americans, or what they do know is often not quite accurate. Perhaps this is because the Mexicans themselves are a beautiful combination of graciousness and astuteness, of openness and deep secrets.

A visit to Mexico would be good for any American who wants to see how our lives intertwine with theirs. If such a visit is not possible, we can learn much by studying about Mexico and doing activities related to it.

# Language and Word Skills

For many centuries, long before Europeans came to the New World, the native Indian people of Mexico developed a highly complex and sophisticated civilization. Then, in the sixteenth century, Spanish forces led by Hernando Cortés conquered Mexico and imposed their own culture and language on the native people.

Ever since then, Spanish has been the language spoken by most people in Mexico, although various Indian tribes continue to speak their own native languages. Many Spanish and Indian words have crossed the border and are a part of our vocabulary, especially words for Mexican food.

## Spanish Words Used in Mexico and America

On the next page you will find a list of words that originated in Spanish and are used in both Mexico and America today. You may want to make a transparency or photocopies of this list, or you may prefer to put the words on the board. (You may even want to cover up the English translations and definitions so that students can find them for themselves.) At the end of this unit you will find an Activity that will help students become more familiar with these words.

Students can look for even more Mexican words, using maps as well as menus from Mexican restaurants. The names of many cities in the western United States reflect their Mexican heritage: Santa Fe (Holy Faith), San Francisco (Saint Francis), San Diego (Saint James), Sacramento (Sacrament), Los Angeles (The Angels), Corpus Christi (Body of Christ), and Amarillo (yellow).

## Pronouncing Spanish Words

You can discuss differences in spelling and pronunciation of Mexican words that have been taken into English. For example, in English the word *maize* means "Indian corn" and is pronounced to rhyme with *haze*. However, the Spanish word *maiz* is pronounced with two syllables, *MY-es*. Also the *tilde* (~) is used over the letter ***n*** to affect pronunciation, as in *señor* (pronounced *sayNYOR*) and *cañon* (canyon). Make sure that students can pronounce the words given in the list on the next page.

## Other Sounds

Listen to recordings of Mexican music, if available. Mexican music is characterized by a pronounced beat. The guitar is a specifically Mexican (Spanish) instrument. If possible, bring a guitar to school and have the students strum it. Start with simple beats, then increase the tempo.

## *Spanish/Mexican Words Used in the United States*

Here are some words that originated in the Spanish language spoken by most people in Mexico. These Spanish/Mexican words are also well known in the United States. (Some of the Spanish words are already familiar. Whenever an English translation is needed, it is given in the right column.)

If you don't know the meaning of some words, especially the names for foods, look them up in a dictionary.

| **Spanish** | **English** |
|---|---|
| adios | good-bye |
| madre | mother |
| padre | father |
| fiesta | festival |
| burro | donkey |
| siesta | afternoon nap |
| plaza | a public square |
| sombrero | wide-brimmed hat |
| patio | inner courtyard |
| guitarra | guitar |
| mosquito | |
| tacos | |
| tamales | |
| tortillas | |
| enchiladas | |
| burrito | |

Use the Activity at the end of this unit for more work on Mexican words.

# Writing Skills

Several topics can be used to investigate the language and culture of Mexico.

## Poetry

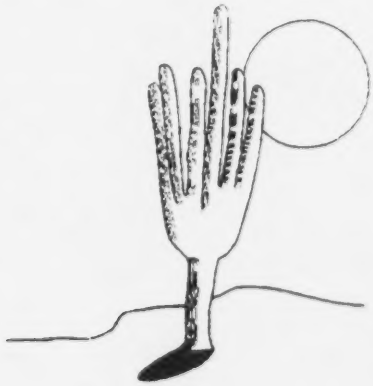
Make up poetry to match the beat and rhythm of the strumming guitar. This poetry can be simple, at times nothing more than a repetition of Spanish words and sounds. Here is an example:

> *A mi, me gustan mucho los tacos, los tamales, las tortas, las enchiladas, y mas, y mas, y mas.*
>
> (I like tacos, tamales, sandwiches, enchiladas, and more, and more, and more.)

Mexican poetry can also include colors and symbols of Mexico (such as the colors of their flag), eagles, snakes, mountains, and cactuses. Here is an example:

> **Cactuses**
> Mexico is full of cactuses:
> Pipe organ cactuses,
> Nopales,
> Maguey,
> Short cactuses,
> Tall cactuses,
> Cactuses that roll like a ball.
> Cactuses with fruit,
> Cactuses without fruit,
> Cactuses that are flat, round, hard, soft,
> Cactuses that are full of spines—
> OUCH!

For this poem, pictures of various kinds of cactuses could be displayed around the classroom. Such pictures are available in books on cactuses as well as in some issues of the *National Geographic*.



## Diaries

Students can write a diary of a trip through Mexican history including ancient Indians, the Spanish Conquest, Independence, and Revolution. For example:

**1519** This morning I went to the temple with all the others to offer sacrifice. Our leader, Moctezuma, is worried. He says that in his dreams he keeps seeing the return of the great white god who will come from the sea. We offered many sacrifices today. They were human sacrifices, of course, but all were captured warriors, not our people.

**1521** We are now subjects of Spain! Cortés came and conquered our people. It was horrible, but we could not fight with our arrows against the weapons of the conquerors. And their dogs! What terrible little creatures they are. Still, the very worst was not their guns or their dogs. It was the diseases that they brought, especially the one called "smallpox." Everywhere I look I see abandoned houses where all of the inhabitants have died. Yet the Spanish don't die from those diseases. What does that mean?

As an alternative, have some students write the diary of an Indian after the Conquest and others write the diary of a Spanish soldier.

## Letters

Write a letter that might be written by someone vacationing in Mexico. For example, a student traveling with his family writes to a friend back home:

*Dear Jim,*

*Today we visited Cuernavaca. What a beautiful city this is! The weather is perfect and people say that it is perfect all year long. That's why it's called the land of the eternal spring.*

*Cuernavaca is the city where Cortez chose to live. You can see his castle; it is quite an impressive building. It isn't hard to understand why Cortez chose to live here and not in Mexico City.*

*The climate is so much better here and he didn't have so many enemies.*

Other cities that would be good to write about are Monterrey, Mexico City, Pueblo, Veracruz, San Luis Potosi, Guadalajara, and Acapulco.

# Mayan Glyphs

The *Maya* were a highly developed people who flourished in southern Mexico more than a thousand years ago. They developed a calendar and devised a system of writing that was very different from the one we're familiar with.

**Cumko**

**Pax**

**Yaxkin**

Instead of writing letters and words, they used individual figures called *glyphs* to represent important people or things. For example, one glyph might be a picture of the sun, another might be a picture of a mountain, another might be a picture of the king or a warrior, and so on. These glyphs were often carved on stone monuments to remind people of important events of the past.

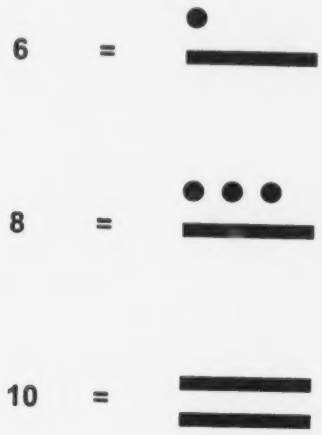
The Maya also used glyphs to represent numbers. A single dot represented *one* and a long line represented *five*. For example:

1 = ●

3 = ● ● ●

5 = ▬

After the number 5 had been reached, a second row of dots would be added above the line to show the numbers 6-9. Then a second line would be added to represent 10, and so on.




Write the following glyphs on the board and ask students to figure out the quantity represented by each one. (Answers are given in parentheses.)

(9)

(15)

(13)

(19)

For numbers higher than 19, the system became more complex and involved symbols other than the dot and the line.

More information about the Mayan civilization can be found in *The Mayan Ruins* by Ann and Myron Sutton (Rand McNally, 1967).

# Oral Skills

Students can use the following exercises to become familiar with the life and culture of Mexico.

## Drama

Dramatize events in the lives of famous Mexicans such as Moctezuma (Montezuma), Cortés, Hidalgo, Zapata, Niños Heroes. For example, you could imagine a conversation between Emiliano Zapata and a rich landlord.

*Landlord*: What are you doing here?

*Zapata*: I just want to ask you one question. Why are you so rich and will not give us anything? We do all the work on the land.

*Landlord*: Because this is my land. And I want you off it. Go now!

*Zapata*: I will go now, but I will be back.

## Celebrations

Children can gather information and give oral reports about Mexican holidays such as Independence Days, Guadalupe Day, and Christmas. They can also learn how Mexicans celebrate these holidays with *fiestas*; this information can be given in oral reports as well.

One feature of most fiestas is the *piñata*, a decorated pottery jar or other breakable container filled with candy and small gifts. The *piñata* is hung up on a string and then blindfolded children try to hit it with a stick. Breaking the *piñata* is a favorite game for Christmas and birthday parties in particular.

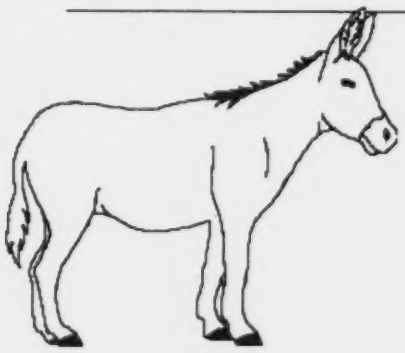
# *ACTIVITY*
## *Spanish Word Used In Mexico*

Here are some Spanish words used in Mexico today. These words have also become familiar in North America.

| | | | | |
|---|---|---|---|---|
| **plaza** | **burro** | **adios** | **sombrero** | **siesta** |
| **padre** | **fiesta** | **patio** | **madre** | **guitarra** |

Write the Spanish word that matches each English word or definition:

1. inner courtyard _____
2. good-bye _____
3. father _____
4. small donkey _____
5. wide-brimmed hat _____
6. mother _____
7. festival _____
8. guitar _____
9. public square _____
10. afternoon nap _____



# Folktales from Mexico

*Best-Loved Folktales of the World* by Joanna Cole contains the Mexican story "Señor Coyote and the Dogs."

*Thirty-Three Multicultural Tales to Tell* by Pleasant DeSpain contains three Mexican stories: "Rabbit's Last Race", "Señor Rattlesnake Learns to Fly", and "Juan's Maguey Plant."

# Web Sites

Culture and Society of Mexico
http://www.public.iastate.edu/~rjsalvad/scmfaq/scmfaq.html

The Feathered Serpent Pyramid Pages
http://archaeology.la.asu.edu/VM/mesoam/Teo/index.htm

Mexico
http://www.clark.net/pub/jgbustam/paises/mexico.html

Mexican Reference Desk
http://lanic.utexas.edu/la/mexico/

Mexico Web Guide
http://mexico.web.com.mx/

# CENTRAL AMERICA

# CENTRAL AMERICA

Central America contains seven small countries, all different but all related to the United States in many ways through the years. All were once lands of ancient and sometimes mysterious peoples. Each is struggling today to maintain its economy and its independence. These are the countries of Central America, the lands crowded together along a narrow stretch between Mexico and South America.

**Guatemala**, with its patchwork quilt of fields and forests and its high percentage of native people, shares a border with southern Mexico.

**Belize**, the tiny country bordering on Guatemala and southern Mexico, makes a determined effort to protect its rain forest and is the only Central American country in which English is the major language.

**El Salvador**, scarred by conflict in the recent past, today struggles to maintain an economy in the face of a fast-growing population.

**Honduras**, next door to El Salvador, is noted for its abundance of bananas and other fruit which supply the tables of America.

**Nicaragua**, bordered on the west by the Pacific Ocean and on the east by the Caribbean Sea, is a land of gorgeous scenery and excellent farmland as well as numerous problems.

**Costa Rica**, also sharing coasts with the Pacific and the Caribbean, has the most stable government of all the Central American countries and is famous for its beautiful rivers and mountains.

**Panama**, the isthmus connecting the rest of Central America with the mainland of South America, is marked forever by its world-famous canal connecting the Pacific Ocean with the Caribbean Sea.

There is much to learn about each of these countries. They are the home of the ancient Maya and other indigenous people who developed philosophy, astronomy, mathematics, government, the arts and music long before European colonists came. These countries were permanently changed by their conquerors, whether Spaniards or British or Americans. They have much to teach us in history, geography, and other social studies, and they readily lend themselves to language arts activities.

The Activity at the end of this unit suggests some things students can do to learn more about these countries.

# Language and Word Skills

Each of the countries of Central America has indigenous people who still retain their own language while adopting other languages such as Spanish or English. In addition, ancient classic languages can be found in each country. Most notable are the inscriptions on statues and on the ruins of ancient cities of the Mayan people, who lived more than a thousand years ago in Guatemala, Northern Belize, and Western Honduras as well as in southern Mexico.

Students may find it interesting to view some of the ancient artifacts and imagine what the writings could be saying. Mayan writing makes extensive use of the calendar, with different names for the days of each month as well as names for the month. Each of these is shown in symbols. You should be able to find information about this in encyclopedias and in books devoted to the Mayan culture. One good source is *The Mayan Ruins* by Ann and Myron Sutton (Rand McNally, 1967).

After students have seen or discussed these, they might enjoy trying to make their own names for the days of the month, along with a symbol. For example, the first day of the month could be an open door, indicating a new beginning. The fifteenth could be a glass half full, indicating the month is half over.

What else could be portrayed? What seems to be specific about certain days of the month? Another approach could be taken with days of the week in names and symbols or colors. For example, we often think of blue Monday, but what else could it be? Maybe white, indicating a new week on which nothing has yet been written. Perhaps Wednesday could be purple, indicating the zenith of the week. Such an activity could develop creative thinking.

# Writing

Several activities could help students learn about the culture of Central America.

## Letters

Since we are dealing with seven countries here, it could be useful for each student to choose one of the countries and write to its consulate in America. This would provide practice in writing business letters. In this letter, students can explain what they are doing and ask for information about the country.

## Other Research

Travel guides can provide much information about each country as it is today. These guides should be available in local libraries. Students can also go to travel agencies and request information about the various Central American countries. They can then research the history and geography of the country as explained in encyclopedias or other books.

## Contrast and Compare

With all of this information, students can then write an essay contrasting and comparing what they have learned. Travel agencies as well as consulates which encourage tourism tend to show the best aspects of a country, whereas history books and other social studies often focus on the problems. An additional source of information would be talking with a person who has lived or traveled in that country. He or she may be someone who is in the school or in the community.

# Oral Skills

The Central American countries have had a checkered and colorful history. An interesting drama could be performed in which each of the countries is represented by a person who is dressed in a costume of the country and tells the story of that country. To add interest, there need to be others who have influenced the country: a Spanish conquistador, a British explorer, Uncle Sam, the United Fruit Company, and others.

# ACTIVITY: Central America

Look in encyclopedias and other books to find information about each of these items. You may prefer to choose one item and write more information about it.

San Salvador _____

_____

_____

Tegucigalpa _____

_____

_____

Managua _____

_____

_____

Panama Canal _____

_____

_____

Isthmus _____

_____

_____

Mesoamerica _____

_____

_____

# Folktales from Central America

*Best-Loved Folktales of the World* by Joanna Cole contains one story from Honduras and three from Costa Rica.

# Web Sites - General Information

Travel Talk: Central America
http://traveltalk.com/camerica.html

Travelers' Checklist to Central America
http://www.greenarrow.com/check.htm

Interactive World Map - Central America
http://alabi.upc.es/~manel/COUPC/WOM/cam.htm

City.Net Guide to Central America
http://www.city.net/regions/central_america/

Conservation International: Focus on Central America
http://www.conservation.org/web/fieldact/regions/mcareg.htm

Worldwide Classrooms - Planning Resources
http://www.worldwide.edu/country_info.html

Central American Folk Art and Craft Exchange
http://www.folkart.com/~latitude/home/cntrlam.htm

# Web Sites - Individual Countries

## *Belize*

Green Arrow Guide to Belize
http://www.greenarrow.com/belize/belize.htm
(includes An Introduction to Belize; Mayan Culture)

City.Net Guide to Belize
http://www.city.net/countries/belize/

## *Costa Rica*

Green Arrow Guide to Costa Rica
http://www. greenarrow.com/costa/costa.htm
(includes An Introduction to Costa Rica; A Quick Tour of the Country; 100 years in a Nutshell; Culture; The Capital: San Jose; The Cities of the Central Valley; The National Parks and Reserves; Sportfishing; The Best Way to See the Country. Saddle Up and Trot the Trails; Spanish Language Study Programs)

City.Net Guide to Costa Rica
http://www.city.net/countries/costa-rica/

## *El Salvador*

Green Arrow Guide to El Salvador
http://www. greenarrow.com/salvador/salvador.htm
(includes An Introduction to El Salvador; The history, the geography, the culture; San Salvador and beyond; Ecotourism; Surfing; and Lago del Coatepe.)

City.Net Guide to El Salvador
http://www.city.net/countries/el-salvador/

## *Guatemala*

Green Arrow Guide to Guatemala
http://www.greenarrow.com/guatemal/guatemal.htm
(includes An Introduction to Guatemala; Top Tourist Attractions; Spanish Language Study Programs; Folklore and Literature)

City.Net Guide to Guatemala
http://www.city.net/countries/guatemala/

Compilation of Related Sites on Guatemala
http://www.centramerica.com/guatemala/relatedsites.htm

CiberCentro to Guatemala
http://mars.cropsoil.uga.edu/trop-ag/guatem.htm

Guatemalan Folk Art and Craft Exchange
http://www.folkart.com/~latitude/home/guatemala.htm

## *Honduras*

Green Arrow Guide to Honduras
http://www.greenarrow.com/honduras/honduras.htm
(includes Introduction to Honduras; The History, Geography, and Culture; Top Tourist Attractions; The National Parks)

City.Net Guide to Honduras
http://www.city.net/countries/honduras/

## *Nicaragua*

Green Arrow Guide to Nicaragua
http://www.greenarrow.com/nicaragu/nicaragu.htm

City.Net Guide to Nicaragua
http://www.city.net/countries/nicaragua

Compilation of Related Sites on Nicaragua
http://sashimi.wwa.com/~roustan/notsorte.html

Country Information and List of Schools in Nicaragua
http://www.worldwide.edu/ci/nicaragua/index.html

## *Panama*

Green Arrow Guide to Panama
http://www.greenarrow.com/panama/panama.htm
(includes An Introduction to Panama; The History, Geography, and Culture; The Rainforest Capital; Hiking Through the Darien; Spanish Language Study Programs)

City.Net Guide to Panama
http://www.city.net/countries/panama/

Panamanian Art - Folk Art and Craft Exchange
http://www.folkart.com/~latitude/home/panama.htm

# ISLANDS IN THE CARIBBEAN

## (The West Indies)

# ISLANDS IN THE CARIBBEAN (The West Indies)

Paradise Sea, with its blue waters and gentle breezes and mild climate—that is the Caribbean, the sea that touches South America and Central America and a myriad of islands. These Caribbean islands, often known collectively as the West Indies, may appear on a map as little more than specks of land. In reality, each has its own personality and history, and each has made its own contributions to the world.

Cuba, the largest island, was once a glittering vacation spot for the wealthy, but behind the facade there were deep internal problems. Now the country is struggling to cope with both the advances and the defects that came with the changes of nearly a half-century ago. Cuba, admired and despised, loved and hated, growing and groaning, is yet the land of beautiful people and a beautiful climate.

The island of Hispaniola, where Columbus first landed when he reached the New World, is now divided into two contrasting areas, Haiti and the Dominican Republic. These two countries speak different languages and have fought each other, but both share problems of poverty and have had a succession of difficult rulers. Both also have stories and legends of the past as well as dreams and plans of the future.

Puerto Rico, a Spanish-speaking Commonwealth closely associated with America, an island of beauty and legend; the Virgin Islands, where people go for vacations and stay to marvel; Granada and the Grenadines; Jamaica, where beautiful people are legendary; Trinidad and Tobago, Barbados, Cayman Islands, the Bahamas, and all the rest. These islands seem to remind us that life can be easier, more pleasant, and less pressured than everyday life in America. The danger is that we do not take them seriously enough. The native people who live on them are certainly not on vacation all the time!

Each island deserves to be studied, but it may be more practical to concentrate on one or more, depending on the time and the interest of the students. Some activities are suggested on the following pages.

# Language and Word Skills

Several different languages are spoken on the islands: English, Spanish, French, Dutch, as well as a number of creole forms and others. Students can make a list of the islands and which languages are spoken there. Some islands, like Hispaniola and St. Martin/St. Maarten, have two separate parts with different languages.

The language situation provides an excellent opportunity to talk about how people communicate when many different languages are being spoken. Here are some questions your students can discuss:

1. Is it good to insist that everyone speak the same language?
2. Would it be possible to develop another form of a language that all could understand?
3. What examples of language accommodations have there been in the world?
4. What examples of language forcing have there been, when conquerors who spoke one language imposed a change on native people who spoke another language?
5. What is a *creole* language?

In some islands such as Puerto Rico and Cuba most people speak the Spanish language, but in several other islands the primary language is English. Even so, English is often mixed with words from West Africa and other countries as well. The pronunciation of some words is different, too. In the Bahamas, for example, the letter *v* is often pronounced as *w*: "It's wery hot today and I am wery tired."

In Jamaica, the language is a *patois* that combines English and Spanish along with some words from Ireland, Wales, and West Africa. This is a result of the intermingling of people from various countries who have populated the islands. The word *Irie* means "Everything is all right." Other typical phrases include "Walk good" (Have a safe journey) and "Cool runnings" (Good-bye).

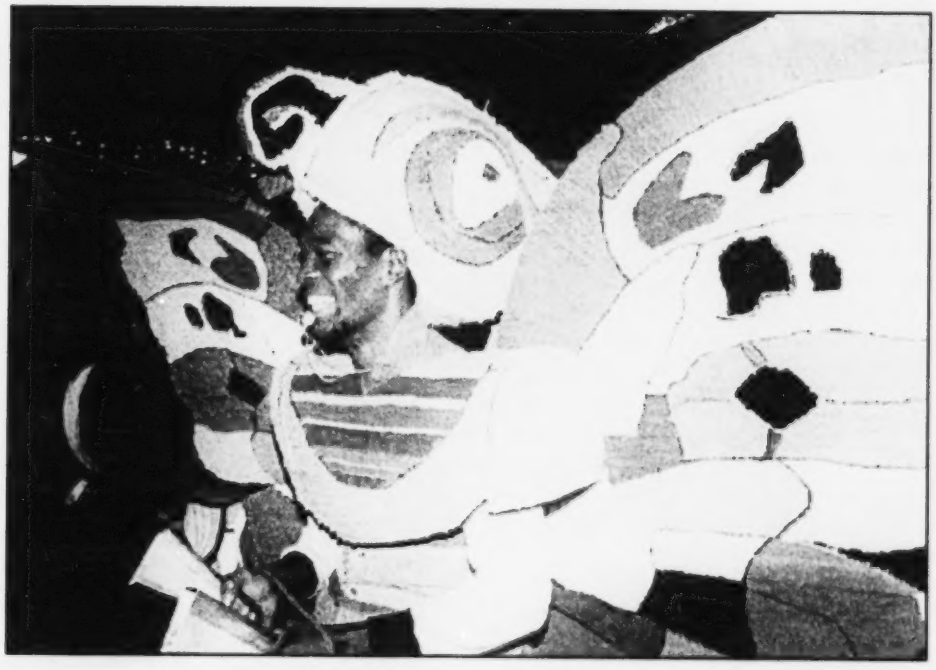
Travel guides often contain some of the most important phrases that tourists will want to know in order to get around in each country. Students could look through such guides for the various Caribbean islands and collect those phrases that are included.

# *Listening and Speaking Skills*

All of the Carribbean islands tend to be oral cultures with long histories of storytelling. In Haiti, for example, every village has its own storyteller, usually an older man or woman who has listened and learned all the stories of the village and the culture. It would be ideal to invite a Haitian storyteller to tell the tales of his country, but recordings can be used or other stories can be told by non-Haitian people. Some examples of folktales are listed at the end of this unit.

The true storyteller takes a story and makes it come alive with dialogue, voice change, and attention to details. Children can be encouraged to take any story and add the details and conversation that would enliven the story. Traditionally, the story would begin with "Cric..." to which the listeners respond "Crac...". Stories from the Caribbean often include tricksters and magic. Humor is also a vital part, and the beat of a drum can be heard in the background.

Listeners play a vital part in the process as well. They are expected to hang onto the words of the storyteller and respond with gasps and laughter at times. At other times they will sway with the movement of the story and repeat certain parts.



# Writing Skills

Students can develop their writing skills as they look into the language and culture of each Caribbean island.

## Dialogue and Descriptive Writing

Help students write stories in which they include dialogue that might be spoken by island people. Students should attempt to write the way the people in the stories would talk, not the way they themselves might talk. To do this well, they should spend some time listening to people and trying to record their speech patterns.

In addition, students should be encouraged to describe things by bringing in all the senses. For example, in setting the stage with the weather: Is it hot? cold? sticky? Is there a threat of rain in the air? Is the sun burning your skin? Are you sweating or shivering? Is the sky cloudy and foreboding? What do you smell in the air?

What do the people look like? Describe them in detail, including their apparent emotional expressions. What are their voices like? Do they have particular mannerisms? What do objects associated with the people look like? How do they feel? Are they shiny or dark, heavy or light, soft or hard? And so on.

Younger children can write short descriptions of each island on a piece of paper shaped to look like the island. See the Activity at the end of this unit for some suggestions.

## Diaries

Have children write the diary of an island hopper who is exploring one island after another. This can be done in several ways, but each one will require a little research in an encyclopedia or elsewhere. For example:

> *January 1.* I started the New Year by taking a cruise in the Caribbean. The water was clear and blue and the travel was very pleasant. No sharks, no storms, no shipwrecks, or people overboard. Not on this first day, anyway.
>
> *January 2.* First stop: San Juan, Puerto Rico. What a beautiful country! And how nice to know that it is American. But as we walked further away from the shore and the glitzy hotels we began to see some of the problems here. Food for thought: Would it be better for this island to be independent, as some Puerto Ricans would like?

# *ACTIVITY*
# *Writing about the Caribbean islands*

Look in encyclopedias, travel brochures, or other books for information about some of the islands in the Caribbean Sea. Use a separate piece of paper for each island and cut the paper into the shape of the island or draw a map at the top of each page. Here are two examples of the kind of thing you might write, followed by the names of other islands you can find out about.

**St. Thomas** is a small island with many tall green mountains and beautiful beaches. It is one of the U.S. Virgin Islands. Most of the people speak English, often with a Creole or West Indian lilt. It is a good place to go for a vacation.

**Trinidad** is a small island that is now independent. There are many beautiful and colorful birds in Trinidad. There are also people from many countries who speak many languages. Trinidad is also famous for its *calypso* music that mixes dance rhythms with social commentary.

**Follow the examples on the previous page for the islands listed below.**

Cuba _____

_____

_____

Puerto Rico _____

_____

_____

Haiti _____

_____

_____

Dominican Republic _____

_____

_____

Jamaica _____

_____

_____

Guadeloupe _____

_____

_____

Barbados _____

_____

_____

Montserrat _____

_____

_____

# Folktales from the Caribbean

*Best-Loved Folktales of the World* by Joanna Cole contains four stories from Haiti and one each from Jamaica, Cuba, and Puerto Rico.

*Folktales from around the World* by Richard M. Dorson contains stories from Cuba, the Bahamas, and Trinidad. (Chicago: University of Chicago Press, 1975).

*Magical Tales from Many Lands*, retold by Margaret Mayo, contains a story from the Caribbean, "The King Who Wanted to Touch the Moon" (NY: Dutton, 1993).

*The Magic Orange Tree* by Diane Wolkstein is a collection of Haitian tales (Schocken Books, 1980).

*West Indian Folk-tales* by Philip M. Sherlock (NY: Oxford University Press).

*West Indian Folk-tales: Anansi Stories*. Tales from West Indian Folklore retold for English Children by Lucille Iremonger (London: George G. Harrap, 1956).

# Web Sites

Call It Barbados!!!
http://barbados.org/btaindex.htm

Oceans Live '97!
http://www.oceanchallenge.com/ol97s/private/ol97in.htm

Jamaica Information Service
http.//www.jamaica-info.com/

Aruba
http://www.world-travel-net.co.uk/country/aru_cul.htm

Exploring Aruba
http://www.interknowledge.com/aruba/anapnt01.htm

The Dominican Republic Home Page
http://www.dominicana-sun.com/

Guyana: A Brief History
http://www.lasalle.edu/~daniels/guyexp/guy1.htm

Photo gallery
http://www.gutierrez.com/ftp/tourism/

City Net - The Caribbean
http://www.city.net/regions/caribbean/?text

# PERU

COLOMBIA
ECUADOR
Iquitos
Chiclayo
BRAZIL
PERU
Lima
Cuzco
BOLIVIA
Arequipa
Lake
Titicaca
CHILE

# PERU

Peru, third-largest country in South America, faces the Pacific Ocean along a coastline some 1400 miles long. From deserts in the west to frozen mountaintops in the center to sweltering rain forests in the east, Peru is a land of extremes.

Many of the native people of Peru are descended from the Inca, a highly developed Indian civilization that flourished more than 500 years ago. Other citizens of present-day Peru trace their ancestry back to the Spanish invaders who conquered the Inca in the sixteenth century. For this reason, Spanish is the official language of the country, although many of the native people speak their own language as well.

Few countries anywhere in the world have such a wide variety of climate, geography, and population within an area that is about twice as big as the state of Texas. The people, languages, and country of Peru offer a broad range of topics that will reward close study.

# Language and Word Skills

Students can learn much from a study of the languages that evolved over the centuries in Peru. In particular, they will be interested in seeing how two different cultures and languages coexist in the country today.

## The Language of the Inca

The earliest of these languages dates back at least as far as the thirteenth century, when a tribe of Indians settled in the Valley of the Andes in southern Peru. These people were the *Quechua* (KETCH-wah), which was the name of their language as well. Their leader was called *Inca*, and eventually this word came to be used as the name for the entire tribe.

The Inca expanded their empire in the fifteenth century and dominated much of the western coast of South America. However, in spite of their many accomplishments, they never developed a writing system comparable to those of the Maya and Aztec in Mexico and Central America. Even so, the language of the Quechua has been passed on by word of mouth through the centuries and is still spoken by many of the native people in Peru today.

## The Language of the Conquerors

In the sixteenth century, the Inca were conquered by Spanish forces led by Francisco Pizzaro. As usually happened, the victors imposed their language on the vanquished. Today Spanish is the main language of Peru, especially among people of Spanish descent. Some native people speak Spanish as well as Quechua, but others rely exclusively on the language of their ancestors.

Because the Inca did not develop a system for writing their language, it has been necessary to find ways to write the sounds of their language using the letters we know today. On the next page you will find a few English words with their counterparts in Spanish and Quechua. Distribute copies of this page to the class, if you like.

## *The Languages of Peru*

Here are some English words translated into Spanish, spoken by many people in Peru today, and into Quechua, the native language still spoken by many of the Indian people.

| English | Spanish | Quechua |
|---|---|---|
| yes | sí | ari |
| no | no | manan |
| mother | madre | mama |
| father | padre | taita |
| please | por favor | allichu |
| one | uno | hoq |
| two | dos | iskay |
| three | tres | kinsa |
| five | cinco | pisqa |
| ten | diez | chunka |

# Reading and Writing Skills

A large number of subjects can be investigated to help students locate topics for reading and writing about Peru. In particular, the geography of Peru is remarkable for its variety and complexity. Students can read to gather information and then write reports about some of the topics suggested below.

## Deserts, Mountains, and Rain Forests

In northern Peru the Pacific coast (or *Costa*, as it is called in Spanish) is little more than dry sand. In the south, the sandy beaches are much narrower, with foothills of the mountains reaching almost all the way to the ocean. More than fifty rivers flow westward from the mountains toward the ocean, but the desert coast is so hot that all but ten of those rivers dry up before they reach the Pacific.

To the east lie the Andes Mountains, which run the entire length of the western coast of South America. This mountain range contains so many volcanoes that it has been called the "Chain of Fire." In Peru, the Andes mountains extend for about 200 miles across the center of the country. This central part of the country is called the *Sierra*, which means "mountain range" in Spanish. Some of the mountains are more then 20,000 feet above sea level.

The world's highest navigable lake, Lake Titicaca, is found at the southern tip of Peru on the border with Bolivia. This remarkable lake, about 350 miles long and 100 miles wide, is more than 12,500 feet above sea level and is so large that it has waves like the sea even though it is nowhere near the ocean!

To the east of the Andes Mountains lies the remote region called the *Selva*. This area includes the tree-covered eastern slopes of the Andes as well as the tropical plain that covers the northeastern part of the country. This land of hot Amazon rain forest lies just below the Equator and makes up more than half the total area of the country. The only way to travel is to float down one of the rivers that makes its way through the *Selva*. In this region there are about 100 Indian tribes who live apart from everyone else, speaking their native languages and living by hunting and fishing, just as their ancestors did centuries ago.

See Activity 1 at the end of this unit for topics that students might write about.

# Oral Skills

The Inca Civilization and the Spanish Conquest provide many topics for research and oral reports.

## The Inca Civilization

By the fifteenth century, the Inca had developed a remarkable civilization that flourished until the time of the Spanish Conquest. Evidence of the highly developed Inca civilization can be seen in elaborate road systems, enormous pyramids and temples, significant accomplishments in astronomy, and remarkable objects of gold and silver in particular.

The capital city of the Inca was *Qosqo*, known today as Cuzco (COO-skoh). To the Quechua people, the word *Qosqo* literally meant "The Center of the Earth." About 70 miles to the north of Cuzco is the ancient city of Machu Picchu, which meant "Old City" in the language of the Quechua. This original "Lost City" of the Inca was not even discovered until 1911! In this ancient city the Inca constructed stone buildings that are miracles of architecture. In many instances, the stones are cut along such clean, straight lines that a knife blade will not fit between them, even though no mortar was used.

## Pizzaro and the Spanish

In 1532 a small force of Spanish soldiers led by Francisco Pizzaro arrived in Peru and began to take the country away from the native Inca. Although Pizzaro had fewer than 200 men, he was able to conquer various factions of the Inca, who had been weakened and divided by a long civil war. Furthermore, the guns and horses of the Spaniards were terrifying because the natives had never seen them before.

Pizzaro set up his Spanish empire in the city of Lima, which he founded in 1535. The native people were driven into the mountains, where their descendants remain today. In spite of his attempts to subjugate the native people, Pizzaro never discovered the famous "Lost City" of Machu Picchu, high in the mountains of the Andes. The Indians did try to revolt in the eighteenth century but were eventually conquered by the Spanish.

See Activity 2 at the end of this unit for suggested oral reports students might give.

# ACTIVITY 1
# Written Reports on Peru

Use encyclopedias and other books to learn more about the land and the kinds of animals that flourish in each of the three regions of Peru. Find information and write about some of the topics suggested here, or choose your own.

- The Andes highlands are home to animals such as the llama (pronounced *YAma*), alpaca, vicuna (*viKOONyuh*), and chinchilla. In the sky, giant condors float along the air currents above the mountains. What are these animals like, and how do they live?

- In the Pacific Ocean, fishermen catch large fish such as tuna, bonito, and swordfish that abound in the cold waters off the coast. Find out more about these fish—especially their large size—and write about what it is like to catch them.

- Exactly what is a Rain Forest? What makes it different from any other ecosystem?

- Find out more about the remarkable area around Lake Titicaca and describe the plant and animal life found there.

# ACTIVITY 2
# Oral Reports on Peru

Here are some topics you can use for reports. Get information and organize it so that you present it orally to the class.

## The Inca Civilization

- It is believed that many undiscovered Inca cities still lie hidden in the rain forest. Modern technology, in the form of NASA satellites, is being used to locate them. Give an oral report about the recent information you find concerning the ongoing search for these "Lost Cities of the Inca."

- In spite of their highly developed civilization, the Inca did not use the wheel to carry heavy loads. They also did not rely on pack animals. Give an oral report explaining how the Inca managed to move stones and build huge temples and pyramids high in the mountains.

- Imagine you are an Inca artisan making beautiful objects of silver and gold. What kinds of things would you make, and how would you make them?

## Pizarro and the Spanish

- Imagine you are one of the Inca people who first encountered Pizzaro and his Spanish forces in the early sixteenth century. What would you tell the people of your village about the strange invaders from across the ocean?

- Act out a scene between Pizzaro and an Inca chief. What would each want to know about the other's life and culture?

- Find out more about Machu Picchu and give an oral report.

# Folktales from Peru

*South American Wonder Tales* by Frances Carpenter contains five stories from Peru (Chicago: Follett, 1969).

# Web Sites

PROMPERU - by the Commission for the Promotion of Peru
http://ekeko.rcp.net.pe/promperu/TURISMO/index-i.htm

Worldwide Classrooms - Planning Resources
http://www.worldwide.edu/country_info.html

Country Information and List of Schools in Peru
http://www.worldwide.edu/ci/peru/index.html

# BRAZIL

Belém
Manaus
Fortaleza
Recife
BRAZIL
Salvador
Brasilia
Rio de Janeiro
Sao Paulo
Curitiba
Porto Alegre

# BRAZIL

Brazil, the huge country that takes up almost half of the continent of South America, has large tracts of untamed land along the Amazon River. In addition to a rugged and difficult interior, Brazil has more than 4600 miles of coastline facing the Atlantic Ocean, with some of the best natural beaches and harbors in the world.

Brazil is constantly awakening to greatness and constantly being suffocated with problems of untold magnitude, including overpopulation, illiteracy, and enormous gaps between great wealth and extreme poverty. In Brazil the people and the country are beautiful, the city of Rio de Janeiro celebrates every day, and the federal territory of Brasilia reigns in the middle of nowhere as the very modern capital of an old-fashioned country in which coffee, rubber, and oil can be found in abundance.

It has been said that the future belongs to countries like Brazil with its huge population, more than half of which is under fifteen. Anyone going to Brazil is impressed by its beauty and the graciousness of the people, while at the same time appalled by its problems. Brazil is too important and too big not to be studied. Still, it is frequently neglected because events in Brazil are not on the evening news. But its day will come.

# Language and Word Skills

Unlike most countries in Central and South America, Brazil does not use Spanish as its official language. Instead, most Brazilians speak Portuguese because the country became a colony of Portugal in the sixteenth century. (Make sure that students know where Portugal is in relation to Brazil on the map.) In addition, the people of Portugal have added words from the language of the native Tupi Indians.

## The Portuguese Language

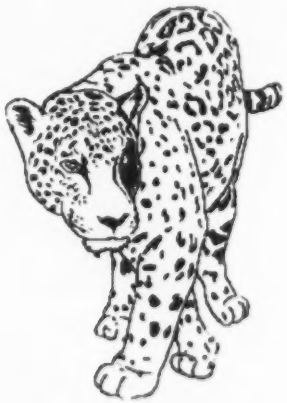
The Spanish and Portuguese languages are similar to one another, and words such as *hurricane* and *jaguar* could have come from either one. Portuguese and Spanish explorers were far ahead of the English in colonizing and exploiting the commercial possibilities of the New World, especially in Central and South America. For this reason, many of the names for plants, animals, and other objects in the New World originated in Spanish or Portuguese.

Throughout the twentieth century, many people in both Portugal and Brazil have wanted to develop a simpler spelling for many words that originally had double consonants and other difficult combinations of letters. Some of the changes that have been accepted are the use of *f* for *ph* and *i* for *y*.

## English Words Borrowed from Portuguese

Some English words have been borrowed directly from the Portuguese language. A few of these are shown on the top of the next page. In addition, students can be encouraged to compare simple words or names in Portuguese with their Spanish equivalents and then contrast them with their English counterparts. On the bottom of the next page you see some Portuguese words followed by the same words in Spanish and English. You can use this page to make a transparency or additional copies, or you may prefer to put the words on the board. Help students understand that the words in Portuguese and Spanish are fairly close to each other, while many of their English counterparts are completely different.

You can use Activity 1 at the end of this unit for additional practice with Portuguese words. Make photocopies of the Activity so that each student can have one.



## *Portuguese Words Compared with Spanish and English*

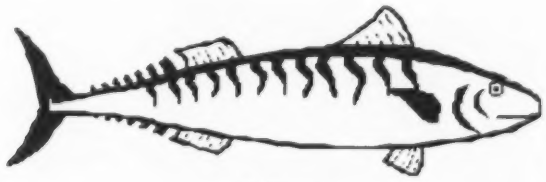
Here are a few words in Portuguese, the language spoken by most people in Brazil. In the right column you find the English words directly borrowed from Portuguese. (Students can look up any words that aren't familiar.)

| Portuguese | English |
|---|---|
| marmelada | marmalade |
| tapioca | tapioca |
| melaco | molasses |
| pagode | pagoda |
| caju | cashew |
| manga | mango |

*************************

Here are some more words in Portuguese and in Spanish. The two languages are closely related, as you see. In the right column you find the same words in English. The English word is often quite different from the Portuguese or Spanish version.

| Portuguese | Spanish | English |
|---|---|---|
| Paulo | Pablo | Paul |
| noite | noche | night |
| terra | tierra | land |
| contente | contento | content, happy |
| boa | bueno | good |
| vinho | vino | wine |
| peix | pez | fish |
| olho | ojo | eye |



***PEIX***

Use Activity 1 at the end of this unit for more work on Portuguese words.

# Writing Skills

Students can write poetry mimicking the sounds and rhythms of the water. At first they can just use words indicating ebbs and flows, highs and lows. For example:

**Water**

The water flows,
Laps, and moves,
Rises and falls,
Crests and ebbs.
The wave comes,
The wave goes,
The water flows.

Students should also be encouraged to make up poems showing other contrasts about Brazil. Here are some possibilities:

Shadow and light
Sun and shade
Dark and dawn
Heat and cold
Humidity and aridity
Poverty and wealth
Work and leisure
Wellness and illness
Disease and health
Life and death

Children may wish to make a little book of poetry on the contrasts in Brazil.

# Reading Skills

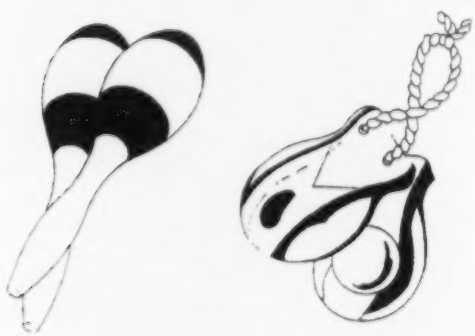
Using information found in encyclopedias or on the computer, students can research and read about a number of topics related to Brazil. Several are suggested in Activity 2 at the end of this unit, or students can pick their own. Make photocopies of the Activity if you like so that each student can have one.

# Listening Skills

The *samba* is the most well-known dance of Brazil. In fact, it is two dances, depending on where you are. In the countryside, people still dance the older form, which originated in Africa. In this type of samba, a group of dancers may form a circle with a soloist inside, or the people in the group may form double lines. In the city the samba is a more sophisticated ballroom dance for couples, with a backward and forward step and tilting body movements.

Bring tapes or CDs of the samba to school and play them for the students. Have them beat out the sounds of the music. Allow them to imitate such sounds, or expand on them.

You can also show pictures of the sidewalks of Rio, with their wave-like stones. Show how both music and art mimic the movement of the water.



# Oral Skills

Many people have journeyed through the Amazon over the centuries. All of them can speak of what they were searching for. At the same time, the native Indians who live there will also speak. Students can act out each of the monologues given here:

*Indian*: I live here. This is my home. It is my father's home. We have always lived here. We did not live rich. But we lived. We ate fish from the huge Amazon River. We ate fruit from the trees and from many plants that you in your world know nothing about.

*Gold Seeker*: I came here hunting for gold. What a hard life it is here, trying to find gold. The distances are so great. The jungles are so thick. And where there is not jungle, there is parched land. The Indians do not want us here. And maybe the gold doesn't, either. Some people do find gold, however, but I, personally, have found very little.

*Machine Operator*: I came here just for work. I cut trees every day. It is not because I do not like trees. It is simply that I need the work. And I am good at using bulldozers and dynamite to get rid of the trees. Yet it is a pity to destroy them. They are so big and beautiful and it took nature such a long time to grow them. And it is sad to see the animals and the people leave areas when the trees are gone.

*Investor*: I am here to clear land so that others can build and plant and grow. The people here do not like me, but I know that I can make money. Don't we all need money? Don't we need roads? Don't we need houses? I spent money to bring in others and I want to make my money.

This can lead to discussions among these people and then among the rest of the class. Children can discuss what is going on and how they feel about each point of view.

# ACTIVITY 1
## The Portuguese Language

Here are some Portuguese words that have been taken directly into English. (If you've forgotten some of these words, look back at the English equivalents in the section on Language and Word Skills.)

| | | |
|---|---|---|
| **marmelada** | **tapioca** | **melaco** |
| **pagode** | **caju** | **manga** |

After you look at the words, read the following definitions. Write the Portuguese word that fits each definition.

1. Thick syrup made from raw sugar

   _____

2. Tropical fruit with yellow skin and juicy pulp

   _____

3. An Asian tower with roofs curving upward

   _____

4. Sweetened jelly containing fruit rinds

   _____

5. A tropical tree that has edible nuts

   _____

6. Starchy pudding made from tropical plants

   _____

# ACTIVITY 2

## Topics to Read and Write About

Use encyclopedias or other books to read more about Brazil. Here are some things you might look into, or you can pick other topics of your own. Write brief information here or develop longer essays on a few topics.

Rain forests _____

Endangered species _____

Amazon River _____

Indigenous people living in the Amazon _____

Rubber industry _____

Cacao industry _____

Brazil nuts _____

Spiritualism in Brazil _____

Portuguese and Spanish conflicts in Latin America _____

Favelas in the cities _____

Iguasu Falls _____

# Folktales from Brazil

*Best-Loved Folktales of the World* by Joanna Cole contains the Brazilian folktale "The Deer and the Jaguar Share a House."

*South American Wonder Tales* by Frances Carpenter contains seven stories from Brazil (Chicago: Follett, 1969).

*Thirty-Three Multicultural Tales to Tell* by Pleasant DeSpain contains the Brazilian story entitled "The First Lesson" (Little Rock: August House, 1993; pap.).

# Web Sites

The Wonders of Brazil
http://psg.com/~walter/brasil.html

Exploring the Amazon
http://www.txinfinet.com/mader/ecotravel/amazon/amazon.html

Brazil Reference Desk
http://www.lanic.utexas.edu/la/brazil/

# ADDITIONAL RESOURCES

The books and other sources listed below can be used to supplement the material you find in encyclopedias.

## Folktales and Legends

Each of the following collections contains stories from several countries and cultures.

***Best-Loved Folktales of the World***, selected and with an introduction by Joanna Cole. NY: Anchor/Doubleday, 792 pages, 1982.
This large collection begins with more than 100 tales from Western Europe, the British Isles, Scandinavia and Northern Europe, and Eastern Europe. Next come stories from areas not always well represented in folktale collections: the Middle East, Asia (including Burma, Thailand, Viethma, Laos, and India as well as Japan, China, and Korea), and the Pacific (Hawaii, Indonesia, Australia). The remaining stories are from Africa, North America, the Caribbean, and Central and South America.

***Classic Fairy Tales to Read Aloud***, selected by Naomi Lewis. NY: Kingfisher, 1996.
This book contains stories as told by the Brothers Grimm, Perrault, and Andersen, along with tales from England, Russia, and other countries.

***Classic Folktales from Around the World***; Introduction by Robert Nye. London: Leopard/Random House, 1996.
This collection contains stories from countries not usually represented in other anthologies: Australia, Fiji, Madagascar, Papua, Tibet, and various regions in Africa, for example.

***Folktales Told around the World*** by Richard M. Dorson. Chicago: University of Chicago Press, 1975.
Here you will also find stories from countries not often included in other anthologies: the Caribbean Islands, Pacific Islands, and several African countries, for instance.

***Goddesses, Heroes, and Shamans: The Young People's Guide to World Mythology***. NY: Kingfisher, 1997.
This is a collection of myths from Northern Lands (Scandinavia), Africa, Mediterranean Lands, Eastern Asia, Central and South America, and the South Pacific.

***The Illustrated Book of Myths*** retold by Neil Philip. NY: Dorling Kindersley, 1995. In this collection you will find Creation Myths; Stories of the Beginning of Life; Fertility and Cultivation; Gods and People; Gods and Animals; and Visions of the End.

***Magical Tales from Many Lands*** retold by Margaret Mayo; illustrated by Jane Ray. NY: Dutton Children's Books, 1993.
This collection contains stories from Turkey, Japan, Scotland, the Caribbean, France, Peru, India, Australia, Russia, and China as well as traditional North American Indian, Zulu, Jewish, and African-American tales.

***Thirty-Three Multicultural Tales to Tell*** by Pleasant DeSpain. Little Rock: August House, 1994, paperback.
Individual stories from this collection are listed on the following pages at the end of the units to which they apply.

***A Treasury of Stories from Around the World*** chosen by Linda Jennings. NY: Kingfisher.
The seventeen stories in this book come from major countries of Europe, Asia, and Africa as well as from more unusual sources such as Iraq, Sri Lanka, and Cambodia. Aztec and Maori stories are also included.

***Trickster Tales: Forty Folk Stories from Around the World*** retold by Josepha Sherman. Little Rock, Arkansas: August House, 1996. This collection includes tales from Africa, Europe, the Near East, Asia and Polynesia, Central and South America, and North America.

***A World of Fairy Tales*** by Andrew Lang. NY: Dial Books, 1994. The twenty-four stories in this book include tales from Spain, India, Scotland, Japan, Ancient Egypt, and North America.

# Information about Other Cultures

The following books are written for children and contain helpful information about a number of different countries.

***Children Just Like Me*** by Barnabas and Anabel Kindersley. NY: Dorling Kindersley, 1995.

Thirty foreign countries and five regions of the U.S. are represented in this book. Each country or region is discussed in a one- or two-page spread featuring photographs of children from the country itself. Written information is supplemented by smaller illustrations and photographs showing things that relate to daily life, including the kind of school work each child does.

***Circling the Globe: A Young People's Guide to Countries and Cultures of the World***. NY: Kingfisher, 1995.

Information on more than 180 countries is contained in this book, with photographs and illustrations on every page. Some smaller countries are covered in two-page spreads that provide basic information and illustrations. Larger countries are treated more extensively, with pages devoted to Geography, Economy, People, and History. In a few cases, some words from the language of the country are included as well.

***My Pen Pal Scrapbook: An Educational Journey Through World Cultures*** written and illustrated by Shelley Aliotti. Tiburon, CA: World View Publishers, 1995.

This book features letters composed by the author as though they were written by children to other children in various countries. Each letter gives much information about the things children do in their daily lives in each country. In addition to the opening letter from America, the countries represented are Japan, Australia, Italy, Israel, Mexico, Scotland, France, Peru, Nigeria, Russia, the Netherlands, Saudi Arabia, Canada, Germany, India, and China.

***Tintin's Travel Diaries***. NY: Barron's.

This is a series of books featuring a cartoon character named Tintin who acts as a reporter visiting a number of countries. Each book is built around thirty questions about a particular country and its people ("What is . . . ?" "How do . . . ?" and so on.) Each question is answered in a two-page spread including text and illustrations. Books about the following countries or regions are included in the series: Africa, The Amazon, China, Egypt, India, Peru, Russia, Scotland, Tibet, and the United States.

# Web Sites

A number of Web Sites for individual countries are listed at the end of each chapter. In addition, you can find general information at the following sites.

Perry Cante~nada Library Map Collection
http://www.lib.utexas.edu/Libs/PCL/Map_collection/Map_collection.html

SitesALIVE!
http://www.oceanchallenge.com/

World Country Guide
http://www.world-travel-net.co.uk/country/default.htm

Tribes, Dolls, Faces and Places
http://www.williamcoupon.com/photography.html

Travel Tales Mainpage
http://www.lpl/arizona.edu/~kimberly/medance/culture/travel.html

Popular Attractions
http://neworleansonline.com/tours2.htm

FOCUS Multimedia: An online magazine on the culture, history, and tourism of Mediterranean countries
http://www.focusmm.com.au/%7Efocus/welcome.htm#country

City Net - Travel on the Internet
http://www.city.net/

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China • Japan • Korea • Islands in the Pacific • Australia

**Volume IV: Where and How People Live**
Where Is the Treasure Hidden? • Cities and Towns Around Us
The A-maizing First Americans • Awesome Aussies Down Under

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ISBN 1-883790-43-3

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